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ABSTRACT

This report provides descriptions of strategies for dropout prevention at the secondary level and presents examples of programs that successfully utilize these strategies. The information is based on data from a review of nearly 200 programs at secondary schools across the four-state Western region that includes Arizona, California, Nevada, and Utah. This report is divided into two sections. Section 1 describes the following strategies for dropout prevention: (1) involve business, community, and parents; (2) offer alternative schedules and sites; (3) reduce program size; (4) target special populations; and (5) provide appropriate services. Section 2 provides brief descriptions of the following promising secondary school dropout prevention programs: (1) Comprehensive Training for High-Risk Youth; (2) The Health Academy; (3) Washoe High School; (4) Teenage Pregnancy and Parenting Project; (5) Mountainland Tutorial and Vocational Education Program; (6) Classroom Intervention Program; (7) Tucson Dropout Prevention Collaborative; (8) Project Success; (9) Newcomer High School; and (10) ACE. These programs provide regional representation and include at least one program from each of the states in which programs were reviewed. They also represent a variety of approaches, and each successfully utilizes several of the strategies presented in this report. The name and address of a contact person for each is included. A list of 27 references and one table are included. (JS)

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STRATEGIES FOR DROPOUT PREVENTION

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STUDENTS AT RISK PROGRAM

Far West Laboratory for Educational Research and Development

The Students At Risk Program at Far West Laboratory is one of four field services programs designed to serve the region comprised of Arizona, California, Nevada, and Utah. The program focuses on improving the educational opportunities of students who are least likely to attain their full educational potential.

School districts, universities, state departments of education, and other agencies use our resources, technical assistance, and reports to improve and extend existing programs or to design and initiate new ones. Current research and development activities address issues such as the organization of schools for students at risk, the setup and delivery of programs for potential dropouts, involvement of the private sector in education and the coordination of special services for low achieving students.

The Students At Risk Program maintains a Regional Resource Center which monitors regional needs and resources, disseminates information and products, makes referrals to other agencies, and provides technical assistance. With a collection of over 600 reports and documents, the Center provides summaries of recent reports and research; identifies and disseminates information on promising approaches and programs for high-risk students; acts as a broker between agencies in the region and nationally; and provides technical assistance on program development and evaluation.

The Students At Risk Program also coordinates the work of the National Network of Regional Educational Laboratories on the theme *Kids at Risk*. As part of this collaboration, the laboratories exchange information on products and programs and co-sponsor conferences. This work enhances the efforts of all the laboratories to provide services for at-risk students in their respective regions.

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PREFACE

Schools are largely ill-equipped to mount a comprehensive approach to dropout prevention. Students seldom drop out just because of poor grades, but rather for a complex of social and emotional reasons. Their lives extend beyond the school grounds, where they are exposed to powerful influences outside the school's control. As teenagers begin experimenting with drugs or sex, there is only so much the school can do. The accumulated demands placed on the school eventually stretch its resources to the breaking point.

Effective programs for students at risk of dropping out don't have to be radically different from those already in place -- we know a lot about what works -- but they need to "reach beyond the traditional boundaries of public education" to include schools, business, community agencies, and parents (Committee for Economic Development [CED], 1987).

This report focuses on several strategies for dropout prevention that appear to hold particular promise. Over the past several months, the Students At Risk program at Far West Laboratory has reviewed nearly 200 programs at secondary schools across the four-state western region that includes Arizona, California, Nevada, and Utah. We have conducted interviews with scores of program directors and administrators and made site visits to a good many schools as well. As part of this effort, we have also reviewed hundreds of policy reports, research articles, and other documents.

The report is divided into two sections. First, we describe five strategies for dropout prevention:

1. Involve business, community, and parents
2. Offer alternative schedules and sites
3. Reduce program size
4. Target special populations
5. Provide appropriate services

Next, brief descriptions of 10 promising secondary school dropout prevention programs are presented. Selected from among a wide range of programs we have identified, these high school

programs are intended as **examples** and are by no means the only effective programs we found. In choosing these ten, we sought to provide regional representation and included at least one program from each state. We also sought variety in approaches. Each program successfully utilizes several of the strategies we recommend. Among the collection of models, for example, are a school-within-a-school, a teenage pregnancy program, a district-wide collaborative, a summer vocational program, a computer based instruction program, and a high school for recent immigrants.

The Students At Risk Program at Far West Laboratory continues to search out and identify successful practices and programs for dissemination. Readers who know of a particularly successful or innovative program or school are encouraged to complete the enclosed recommendation form and send to the address provided.



INTRODUCTION

Growing numbers of America's youth are part of a crisis that threatens the essential fabric of our society. Each year, over 700,000 students drop out of school. That's the equivalent of shutting down three medium-sized high schools every day. Where do these youngsters go? What happens to them?

Although some dropouts eventually find their way back to school and get their high school degree or its equivalent, most never acquire the necessary social, vocational, or academic skills to become productive members of society. Instead, they enter the nether world of urban communities where they confront unemployment, welfare, homelessness, or jail (Carnegie Foundation for the Advancement of Teaching [Carnegie], 1988). Those lucky enough to find jobs can seldom earn a decent wage. The earning power of dropouts has fallen dramatically in the past 15 years. In 1986, for example, those aged 20-24 earned 42% less than their counterparts in the mid-seventies (Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship [Grant], 1988). In the next decade, those who fail to complete their schooling face even more limited futures, because over half of the new jobs created in the 1990s will require skills beyond the high school level (American Society for Training and Development [ASTD], 1989).

Large numbers of dropouts lead to serious social costs as well. It's estimated that dropouts cost the country over 75 billion dollars a year in lost tax revenues and increased welfare payments. (Catterall, 1987). Another 25 billion is spent by corporations on remedial and literacy training for their employees. In an increasingly competitive world economy, these are sacrifices we simply can no longer afford to make. A world-class work force needs skilled and educated workers at all levels, not just at the top. With the already small number of qualified entry-level workers getting smaller (Kearns & Doyle, 1988), business can no longer afford to

ignore the unmotivated, poorly educated, and those unfamiliar with the demands of the workplace (Education Commission of the States [ECS], 1985).

For these reasons, the successful education of all youngsters becomes an important challenge, not just for their families and schools, but for everyone -- communities, businesses, churches, and government.

This message has been getting through. Over the last few years, as attention has been drawn to the issue of dropouts, the nation has begun to respond. Much of the effort has gone into raising awareness. Various policy groups have issued position papers and reports that set out agendas for solutions and make a call to action¹. A National Center for Dropout Prevention has been established, and a grass-roots National Dropout Prevention Network has been formed. National and local conferences have taken dropout prevention as a theme.

More important, the emphasis on keeping students in school has fostered the development of hundreds of new programs for students at risk of dropping out. Most are school-based, but they increasingly involve partners such as business, community groups and universities, which have started to shoulder more of the responsibility, reflecting the persistent theme that we should no longer rely entirely upon the school system to solve the problems of education.

¹ Recent policy reports and papers on the problem of dropouts include:

Berlin & Sum (1988); Carnegie Foundation for the Advancement of Teaching (1988); Committee for Economic Development (1987); U.S. Department of Education (1987); Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship (1988).

SECTION I

STRATEGIES FOR DROPOUT PREVENTION

Strategy 1: Involve Business, Community and Parents

As discussed in the introduction, schools can't solve the dropout problem alone; they lack the personnel, facilities, and resources. Only through a concerted effort that brings all elements of the community -- schools, businesses, churches, community agencies, universities, and parents -- will true progress against the dropout problem be made.

Business

Involving business in education is nothing new, but to really make a difference, business involvement will have to go beyond fundraising and adopt-a-school programs. Businesses have to come up with approaches that let students know the business community cares about them and wants them to succeed. This means discarding large, depersonalized programs and searching for ways to influence students' lives directly.

Volunteer tutoring, for example, allows students to build personal relationships with a successful adult. Mentoring can have a similar payoff, as can job shadowing. For many students, the school curriculum seems irrelevant. Career counseling, employment training, part-time jobs, and scholarships can help link students' experiences to the world of work. Businesses can also provide staff training to teachers and administrators, helping them develop and hone new skills. A recent survey of the California Educational Partnerships Consortium showed that schools in the state are already engaging in a great variety of partnership arrangements (Guthrie, Boothroyd, Baker & van Heusden, 1989).

Community

Community agencies such as churches, social service clubs, clinics, crisis intervention centers, and the juvenile justice system can also play an important role in keeping students in school. Very often, community organizations can have a stronger influence on alienated youth than the school. By offering counseling, tutoring, job training, health education, child care, and other services, the community agencies can get teenagers

off the street and back into school or in a program. Alternative educational experiences that some students may need, such as youth service programs, can also be valuable.

Connections with the community help ensure program stability and coordination of services, and in the process, community leaders develop a stake in the success of the program because it may help improve the standard of living throughout the community (Grant, 1988). Just as with business involvement, however, the design of community programs is critical. Youth employment and training programs that fail to adequately address students' basic skills needs, for example, may successfully return youngsters to school, but without the necessary skills to graduate or complete their GED (Orr, 1987). Part-time jobs may be attractive in the short run, but they seldom lead to later employment and can actually interfere with the students' academic progress (Greenberger & Steinberg, 1986).

Parents

Involving parents can be an effective step toward keeping students in school. However, bringing parents of disadvantaged students into a meaningful relationship with the school is one of the most difficult practices to implement successfully, especially at the secondary level. These parents are often reluctant to take an active interest in the school, whether because of their own lower educational level, negative experiences in school, limited-English proficiency, or job and childrearing responsibilities.

Altogether, schools can take three general approaches to parent involvement. First, they can inform parents of school routine standards, and expectations through messages, meetings, or reports on attendance and performance. A second approach is to recruit parents to provide input into school program design, as in the case of the parent advisory council. Finally, schools can engage parents in instructional activities, either at the school or at home.

Certainly, it is important to keep parents informed about the school and students' progress,

and, at a minimum, schools should take care to include this function. Parent advisory councils have in some cases played an important role in the design and implementation of school programs, but in general, rarely influence school and district policies (McLaughlin & Shields, 1986; Guthrie, G.P., 1985). More direct involvement in learning activities will be necessary to affect students' performance, however.

Schools can explore ways to engage parents in activities related to their children's lessons and assignments. For example, parents and students can complete homework assignments together, or the schools can show parents strategies for assisting with schoolwork. It may also be possible to enlist the help of parents as volunteers in classrooms or field trip chaperones. Another approach is to provide educational programs for the parents themselves, e.g. some parents could benefit from training in childcare and parenting, and ESL or literacy training might be useful to immigrant parents.

Strategy 2: Offer Alternative Schedules and Sites

A second important strategy for dropout prevention is to stretch beyond the traditional comprehensive high school with a 50-minute period, 7-period day, and 180-day year to offer students a more varied set of options. If traditional school programs don't meet the needs of some students, then more creative -- even radical -- approaches may be required.

Some students reach the ninth grade three to four grades behind in basic skills. In response, the school typically offers them a remedial English or math class that merely takes the place of the regular course. These classes don't add any time and usually don't employ a different instructional approach. Schools concentrate on remediating some deficiencies and are satisfied if students gain a grade level each year. At this rate, the best they can hope for is 8th or 9th grade work by the time they graduate -- if they do. Many students become discouraged and drop out. Unwilling to accept either of these outcomes, some schools are experimenting with other approaches. Berlin and Sum (1988) suggest that schools be transformed into "community education facilities" open evenings and weekends.

Several alternatives are available. One is to

reorganize class schedules by varying the length of class periods and their frequency. There is, after all, nothing magical about the 50-minute period, five days a week. In fact, some classes, especially science labs or art classes are more effectively presented in larger chunks of time. Some classes can meet for two hours two or three times a week, for example. Longer class periods reduce "housekeeping" chores and allow students more time to interact with the teacher and each other.

Another alternative is to find ways to offer instruction at other times through Saturday programs, summer school, year-round schools, and after-hours classes. Students who are alienated from the regular school, or who have outside jobs, will often attend more regularly if class times fit their schedules better.

Classes before and after school or on Saturdays also provide the extra time that students may need in order to catch up. Research shows, for example, that summer loss is a critical factor in the longterm performance of disadvantaged students. An estimated 80% of the difference between advantaged and disadvantaged occurs over summer (Berlin & Sum, 1988). The California Business Roundtable recommends that year-round schools become the norm in California (Berman-Weiler Associates, 1989).

Finally, schools can provide services in locations other than the regular school building. Churches, community centers, health clinics, and local businesses all offer possibilities. Relocating classes or other services off the school grounds has several advantages. Alienated students may feel more comfortable in other settings; special vocational or other services may only be available at the off-school sites; and community facilities may be nearer to students' work or home.

Strategy 3: Reduce Program Size

Most educators agree that smaller classes and a smaller dropout prevention program can have a positive effect on at-risk students. The large impersonal high schools in most cities can make students feel anonymous and isolated. Teachers may not know their names and no one has time to take a personal interest in their lives. With case loads of more than 500 students, school counselors can only review student schedules and provide crisis counseling.

One promising approach is to organize the comprehensive high school into smaller units, schools-within-a-school. Schools-within-a-school are often organized around themes, although that's not a requirement. Some recommend smaller units of 300-400 (IEL, 1986; Goodlad, 1983); others have programs of fewer than 100 students. The Health Academy, for example, enrolls about 50 new students per year, so that at any one time there are no more than 150 students in the Academy in a school of 1800.

In a school-within-a-school, students can receive more individualized instruction, pitched at the appropriate level (IEL, 1986). They receive more personalized attention, too, because teachers have more time to spend with each student. As a result, students have more "quality contact" (CED, 1987) and students and staff develop closer relationships (Orr, 1987). Students become more motivated, participate and achieve more -- in a word, they become more engaged (IEL, 1986). A smaller unit increases the chances that each student will be known well by at least one adult. (Center for Early Adolescence, 1988)

This approach has advantages for teachers, as well. Teachers have more of an opportunity to get to know students better, and planning and record-keeping time is reduced. (Office of Educational Research and Improvement [OERI], 1987) Where students are block-programmed, teachers can jointly plan and coordinate lessons across subject matters, and thus contribute to their own professional development (Guthrie & Guthrie, 1989).

Strategy 4: Target Special Populations

Most dropout prevention programs are designed to serve students with a range of academic, personal, or behavioral problems. Some students, however, have special needs that may require a different approach. Pregnant or parenting teenagers, for example, need counseling and prenatal training; limited-English-proficient students need English as a second language, and out-of-school youth -- those who have already dropped out -- need information on options for getting a high school degree or equivalent.

Pregnant and parenting teenagers

Teenage pregnancy in the United States is reaching crisis proportions. Forty percent of female dropouts, for example, cite pregnancy or marriage as a reason for leaving school (Ekstrom, Goertz, Pollack, Rock, 1987). Further, we now know that teenage pregnancy is part of a complex of poverty and poor basic skills that often results in school dropout and failure. In fact, an estimated 75 percent of 14-15 year-old mothers have basic skills deficiencies that place them in the bottom fifth of all girls in their age group.

In the past, teenage pregnancy was considered the responsibility of the home and community, not the school (OERI, 1987). Very often, the pregnant or parenting teenager was forced to leave school and thus denied even a basic education. This view is changing, however. More and more schools are designing programs that can assist young girls in a time of need and, at the same time, provide them with an education. Offering additional services to pregnant and parenting students and their children can significantly reduce dropout rates (Edelman, 1988).

Successful programs for pregnant and parenting teens address five areas of need: education, health, work preparation, social responsibility, and personal growth. In each, students receive basic information and guidance that enables them to make adult choices (Edelman, 1988). This doesn't mean that schools must shoulder all these responsibilities, but they should ensure that such services are available and convenient.

Most important, according to Edelman, is that schools concentrate on "the central mission of educating children and giving youths the basic academic skills necessary for the transition to adulthood" (Edelman, 1988, p. 234). At the same time, however, they should ensure that young women have available necessary parenting education, on-site or coordinated health care, child care, counseling, family planning information, and income-support services.

Limited-English-proficient Students

Over the past 10 years, the number of Limited-English-proficient (LEP) students in American schools has seen a dramatic increase. About 13 percent of California's school children (600,000) were limited-English-proficient in 1987, but by the turn of the century, this figure should approach 900,000 (Policy Analysis for California Education, 1989). Further, about 60 percent of the 1.5 million LEP students in the United States live in poverty (U.S. Department of Education, 1987). In another 30 years, the Hispanic population of the United States will triple (Hodgkinson, 1985).

LEP students are more likely to leave school early than are other students. Dropout rates for Hispanics and American Indians are particularly high. For example, 45 percent of Mexican-Americans and Puerto Ricans drop out of high school; nearly half of those who leave school do so before the tenth grade (Valdivieso, 1986). Poor English skills put immigrant students behind in the curriculum, and are often interpreted as cognitive rather than linguistic deficiencies. It is not surprising, therefore, that many LEP students decide to drop out.

Bilingual education is often considered impractical at the secondary school level. Most schools with LEP students, therefore, offer English as a second language (ESL) or core subjects in "sheltered English," where vocabulary is controlled and language development is a part of each course. However, the ESL classes are seldom coordinated with other courses, and sheltered English classes very often turn out to be watered-down versions of the regular class. As a result, LEP students make only slow progress in learning English and eventually drop out.

Whatever approach is used, the primary goal should be to develop students' proficiency in English so they can perform up to their abilities in the regular curriculum. Instructors and other adults in the school need to recognize the natural talents immigrant students bring and be sensitive to the cultural backgrounds of students, helping to build their self-esteem. At Newcomer High School in San Francisco, new immigrant students are provided with intensive ESL classes, sheltered English content courses, individual counseling and other support. Fewer than 2 percent drop out during the one-year

program.

Out-of-school youth

Dropping out of school is costly not only to the student, but to society. Dropouts from the 1981 class will suffer an estimated lifetime earnings loss of \$228 billion, and lost tax revenues will total about \$68.4 billion (Catterall, 1987). High school dropouts require more welfare, health care, and unemployment subsidies than high school graduates. They are also more likely to be involved in criminal activities (Catterall, 1987).

Not having a diploma closes off options for young people, and the situation is worse now than ever. In the last 13 years, the earnings of young males with high school diplomas and jobs dropped 28 percent in constant dollars. For high school dropouts, however, the decline in income was 42 percent; Black dropouts earned fully 60 percent less (Grant, 1988).

Once students drop out of school, they are soon confronted with the realities of limited employment opportunities and low pay. Once the initial relief from leaving school wears off, many begin to look for ways to complete their education. At least half of those who quit school make some effort to finish (Kolstad & Owings, 1986).

Perhaps the best known and most successful programs for out-of-school youth are the educational clinics developed and operated in Washington State. Funded by the state department of education, the nine clinics recruit dropouts and help them complete their GED or return to the regular high school. They were originally conceived as an alternative to traditional vocational programs that lack an academic and social skills component; as such, emphasis in the clinics is on academic preparation, employment orientation, motivation, and personalized counseling. Students are enrolled for up to 135 days under the state funding (Orr, 1987).

Strategy 5: Provide Appropriate Services for Potential Dropouts

Within each of the strategies described above, schools and their partners can offer a variety of services. Among the most important are the following:

o *Academic/basic skills instruction.* A focus on improving academic/basic skills should be part of every dropout prevention program. Research shows skills development is necessary if a program is to have a significant effect on dropout rates, employability, and earning power (Berlin & Sum, 1988).

o *Counseling.* A school's limited resources often mean counseling services are reduced. For potential dropouts, however, personal, peer, vocational, and college counseling can make an important difference.

o *Computer assisted instruction.* Computer assisted instruction not only provides individualized learning experiences, but can be an effective way to interest students in school subjects. Computer assisted instruction works best if the curriculum is explicitly coordinated with regular lessons (Rowan, Guthrie, Lee, & Guthrie, 1986).

o *Tutoring.* One-on-one tutoring by an adult or peer can be the most effective way to accelerate students' academic learning. In peer tutoring situations, the tutor often gains as much as the student being tutored.

o *Part-time employment.* Part-time jobs provide spending money for students and at the same time link them with the world of work. Students receive hands-on training and develop appropriate work habits. Jobs that are tied to

academic skills development or to the school program or curriculum can be an important factor in keeping students in school.

o *Peer support groups.* Peer support groups can make a profound impact on students at risk, providing them a context in which personal and other issues important to them can be openly discussed.

o *Field trips.* Field trips to museums, businesses, and local institutes of higher education can widen students' horizons and expose them to experiences outside their own often limited environment. For many inner-city students, for example, their only contact with rural communities may be through school trips and activities.

o *Childcare.* For parenting teens, childcare facilities on or nearby the school sites may determine whether they remain in school or not. When young parents are involved in the care of their infants, their own parenting skills improve along with the well-being of their child (Edelman, 1988).

o *Mentoring.* Students from disadvantaged backgrounds seldom have the opportunity to develop relationships with successful adults. Mentors from local businesses or colleges can serve as role models as well as providing tutoring, guidance, and other services.

SECTION II

PROMISING DROPOUT PREVENTION PROGRAMS

This section presents profiles of ten especially promising programs for high-risk students that exemplify the strategies and services described earlier. Over the past several months, the Students At Risk Program at Far West Laboratory has contacted over 180 educational leaders and asked them to help identify successful dropout prevention efforts in the western region (Arizona, California, Nevada, and Utah). More than 200 programs for secondary school students were recommended. Through follow-up calls and site visits, we went through a narrowing process.

The programs represented here were selected to show variation in design and focus, and not on the basis of frequency of nomination. They utilize one or more of the five strategies discussed

in section one. We also wanted to show regional variation, so included at least one program from each state.

This sample of programs forms the initial set in a growing collection of profiles of promising programs in the region and beyond. It provides a prototype for other information that the Students At Risk Program will be disseminating in coming years. To that end, readers who operate or know about successful programs are encouraged to complete the enclosed recommendation form and return it to the address provided.

Table 1 shows the strategies and services offered by these programs.

TABLE 1
Strategies and Services in Selected Dropout Prevention Programs

Dropout Prevention Programs

Strategies and Services

Involve Business, Community, & Parents

Offer Alternative Schedules and Sites

Reduce Program Size

Target Special Populations

☞ **Offer Appropriate Services:**

* Academic/Basic Skills Instruction

* Counseling

* Computer Assisted Instruction

* Tutoring

* Vocational Training/Part Time Employment

* Peer Support Groups

* Field Trips/Extracurricular Activities

* Childcare

* Mentoring

1	2	3	4	5	6	7	8	9	10
Comprehensive Training	Health Academy	Washoe High School	TAPP	Mountainland Tutorial	Classroom Intervention	Tucson Collaborative	Project Success	Newcomer High School	ACE
◆	◆	◆	◆	◆	◆	◆			◆
	◆	◆	◆	◆			◆		◆
◆	◆	◆	◆	◆			◆	◆	
◆	◆	◆	◆		◆	◆	◆	◆	

◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
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Program:	COMPREHENSIVE TRAINING FOR HIGH-RISK YOUTH, San Rafael, CA
Target Pop.:	High-risk youth, ages 16 - 21
No. Served:	Minimum of 16
Strategies:	- o Offer alternative schedules and sites - o Reduce program size - o Target special populations
Services:	- o Basic skills instruction - o Vocational counseling and training - o Childcare
Special Features:	- o Vocational counseling by job coaches - o Individual Transition Plans - o Stipends of \$3.15/hour - o Independent study program (remedial education) - o Strong emphasis on field-site experience - o Community college classes - o Transportation
Funding:	Job Training Partnership Act (JTPA)

Background. The Comprehensive Training for High-Risk Youth program had a simple beginning. In 1986, staff from the Marin County Regional Occupation Program developed a summer program for disadvantaged youth. They called the program Comprehensive Training for High-Risk Youth and secured funding through the Youth Employment and Training Program, a component of the Job Training Partnership Act. Eligible students had to meet at least two of the following high-risk criteria: insufficient credit for graduation, truancy, on probation, a school drop-out, attending alternative school, handicapped, teenage parent, or minority.

Description. Comprehensive Training for High-Risk Youth is a summer program that enables participants, ages 16 to 21, to earn credits for high school graduation, to obtain unsubsidized employment, and/or to return to school in the fall. Students attend 8 hours a day for a period of seven to eight weeks.

Program participants are recruited from regular or continuation high schools, community court schools, alternative day treatment facilities, learning disabled centers, drug or alcohol abuse programs, and group homes. Each participant is assigned a job coach who provides vocational counseling and strong personal support. Using skills assessment and vocational aptitude tests, job coaches help participants select either the GED program at a local community

college, the Regional Occupational Program (ROP), or an independent study remediation program. Once the youths are placed, the job coach monitors their progress on a daily basis.

For those participants enrolled in ROP, at least 60% of their time is spent on a field site directly related to their ROP vocational training course. In addition, participants working at a ROP field site are paid a stipend of \$3.15 per hour. Hours accrued from the ROP training, including field-site work, are applied toward high school graduation. At the end of the summer, an individual transition plan for continued education or September employment is prepared for each participant.

Of the 16 participants in 1988, five were teenage mothers, five were high school dropouts, and eight were on probation for a variety of offenses. At the end of the summer program, 14 had earned school credit for work experience and 10 had received high school credit through the Independent Study program. Eleven of the students from the Community Court School were able to return to their regular high school.

For more information, contact:

Dedo Priest, Program Manager
Comprehensive Training for High-Risk Youth
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Regional Occupation Program
P.O. Box 4925
San Rafael, CA 94901
(415) 499-5811

Program:	THE HEALTH ACADEMY, Oakland, CA
Target Pop.:	At-risk high school students with an interest in health, medicine, or biological sciences
No. Served:	120
Strategies	- o Involve business and community - o Offer alternative schedules - o Reduce program size - o Target special populations
Services:	- o Academic instruction - o Computer instruction - o Tutoring - o College and career counseling - o Vocational training and part-time jobs - o Frequent science/health field trips - o Mentoring
Special Features:	- o School-within-a-school - o Small class size - o Emphasis on science and health instruction - o Presentations by college faculty and community experts - o Strong sense of family
Funding:	State, District California Academic Partnership Grant Private sector

Background. The Health Academy is a school-within-a-school located at Oakland Technical High School, a large comprehensive inner-city school with a predominantly Black student population. It is modeled after the successful Philadelphia Academy Program and the Peninsula Academies in Redwood City, CA. A health theme was chosen because the health industry is the largest employer in Oakland and because of the close proximity of several hospitals and health service agencies. Moreover, a program which prepared students for jobs and careers in the health/science field is important because, as a rule, few students in Oakland qualify for some of the best local jobs.

Utilizing a six-month planning period, the Health Academy was designed with the aid of a Health Academy steering committee comprised of between 15 and 30 hospital CEO's and directors of personnel. Although originally conceived as a vocational education program, the Health Academy emphasizes preparation for postsecondary education.

Description. The Health Academy's goal is to expose students to the diverse career opportunities in the health field, to nurture their interests in those areas, and to prepare them academically for postsecondary education and/or skilled entry-level jobs.

Now in its third year of operation, the Health Academy enrolls 40-50 each year for each sophomore class. They then receive an intensive program of three to four core academic classes each day in their sophomore, junior, and senior years. Besides the heavy dose of science and laboratory experiences students receive, the theme of health and medicine is woven through all subjects.

As a complement to the strong academic program, the Health Academy provides students with career and job information through field trips, guest speakers, and field experiences in hospitals, clinics, and other health-related industries. The field experiences include visits to college biology, physiology, and chemistry classes, and attendance at selected classes and clinical labs at a nearby nursing college. Other services provided by the Health Academy include math tutoring by volunteer university students, shadowing experiences at the nursing college, and part-time jobs at a local health maintenance organization.

Students are block-programmed through their academic classes, which are kept small. Because they attend all their classes together, students come to know their instructors and classmates well, and the everyday togetherness fosters a strong feeling of family.

Evidence of the Health Academy's success lies in college acceptance rates. In a district where very few students pursue higher education, 75% of the graduating Health Academy seniors in 1987-88 were accepted at four-year colleges.

For more information, contact:

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The Health Academy
Oakland Technical High School
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Oakland, CA 94611
(415) 658-5300

Program:	WASHOE HIGH SCHOOL, Reno, NV
Target Pop.:	At-risk high school students
No. Served:	700
Strategies:	- o Involve business and community - o Offer alternative schedules and sites - o Reduce program size - o Target special populations
Services:	- o Individualized academic instruction - o Individual and group counseling - o Friday sports program
Special Features:	- o Located at 18 sites - o Three-hour class periods in morning, afternoon, or evening - o Teachers who are "roving experts" - o Friday staff development/prep time
Funding:	Job Opportunities in Nevada Act District

Background. Washoe High School was established in 1974 when the Western Nevada Community College (WNCC) system was reorganized. Postsecondary and high school functions were separated and the GED program became part of a new program called Washoe High School.

Operating as a traditional adult night school, Washoe High began by serving approximately 400 adults and 100 high school students who, because of behavior problems, jobs, or other special circumstances, were unable to attend regular high school. In 1975, the principal decided to expand services for out-of-school youth by opening an innovative alternative learning center at the local YWCA. This center operated during the day as an alternative school for high school students not succeeding in the regular high school system. So successful was the center, that similar centers were soon opened at other off-campus locations.

Between the years of 1976 to 1985, Washoe High added many more centers; by 1985, the school was able to serve a population of 400 high school-aged students. In the last four years, enrollment has almost doubled; the school now has a population of 700 high school students, and it is still growing.

Description. Washoe High School is a district alternative high school which operates at 18 satellite locations, all of them off-campus.

Designed to meet the special needs of high risk youth, the school offers individualized academic instruction, as well as individual and small-group counseling.

Enrollment at Washoe High is voluntary, although attendance by particular students may be required by the Probation Office. Students in the program attend classes on a regular basis three hours a day, Monday through Thursday. Classes are scheduled in three time blocks: 9-12 in the morning, 12-3 in the afternoon, and 6-9 in the evening. Students stay with one teacher during the entire three-hour period.

All instruction at Washoe High is individualized, self-paced, and competency-based. Maximum class size is 20; however, some classes have enrolled up to 28. Because the students in any one class may be studying a variety of subjects, the teacher is assisted with instruction once a week by "roving experts." The roving experts are subject area specialists, in math and science for example, who visit each site once a week to share their expertise with the teacher and the students.

In addition to academic instruction, Washoe High offers a strong counseling program. Utilizing the services of six counselors, Washoe High provides weekly one-hour group counseling sessions, along with individual counseling, at each school site. The six counselors meet weekly as a group.

All Washoe High School sites are leased from the city, county, churches, or businesses. Site locations vary greatly in order to meet the needs of a diverse population of students. For example, sites are located at the local Indian reservation, at the State Mental Hospital, the Juvenile Detention Center, the YWCA (for pregnant teens only), at a drug rehabilitation center, and at the local Boys' Club. In all, the 18 Washoe High School sites offer a total of 33 three-hour classes.

One unique feature of Washoe High School is the sports program offered to all students on Fridays. While teachers use the Fridays for staff development and preparation time, students are given the opportunity to participate in such sports as racquetball, horseback riding, and downhill and cross-country skiing. Although some of the sports require a fee, all Washoe High students are offered reduced rates to participate.

For more information, contact:

Jan Shoemaker, Principal
Washoe High School
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Program:	TEENAGE PREGNANCY AND PARENTING PROJECT (TAPP), San Francisco, CA
Target Pop.:	Pregnant and parenting teenagers, ages 13-20
No. Served:	415
Strategies:	- o Involve business and the community - o Offer alternative schedules and sites - o Reduce program size - o Target special population
Services:	- o Academic skills instruction - o Continuous counseling (individual, partner, group, vocational) - o Childcare - o Peer support groups
Special Features:	- o Case management/client advocacy approach - o Health, education, and career assessment - o Multi-agency services network - o Co-location of services - o Parenting/child development classes - o Fatherhood component - o School-based health clinic - o Transportation
Funding:	Federal, State, District Private Grants (Ford, San Francisco, and Koret Foundations)

Background. Prior to 1967, pregnant students in San Francisco could either drop out of school or apply for home teaching services. In that year, Special Service Centers at several hospitals and community centers were set up to provide pregnant teenagers with a chance to receive medical care and other services while they continued their schooling.

Through the 1970s, the Centers expanded their services, and several school site support programs were begun. In 1979, however, the Centers and site support programs suffered severe cuts in federal and district funding. In response, over 30 public and private agencies joined to form a public/private partnership which would utilize already available community resources to maximum efficiency. In 1981, they set up the Teenage Pregnancy and Parenting Project (TAPP), which was to be coordinated by the San Francisco Unified School District (SFUSD) and three other agencies.

Description. TAPP is a nationally recognized program for pregnant and parenting teens. Whereas most programs tend to serve a small population at one site, TAPP ties into a network of

community agencies and, using a case management approach, is able to provide comprehensive services to a greater number of pregnant and parenting teens for a longer period of time. Coordinated by the SFUSD, the Family Service Agency, the Department of Social Services, and the Department of Public Health, TAPP utilizes a network of over 30 agencies, all working to achieve three major program goals: 1) to improve the health of infants, 2) to increase school continuation among expectant and parenting teens, and 3) to reduce the number of second pregnancies among parenting teens. To this end, young women are provided with a range of health, education, career, and social services.

TAPP provides continuous counseling in a case management approach. Each teenager is considered a "case", or client, for whom health, education, and other social services are secured according to her individual needs. A "continuous counselor" maintains an ongoing relationship with the teenager, family, and partner through home and office visits. The counselor helps students identify the services they need and acts as a liaison with the public health system, hospital, school, or maternity home. Counseling continues past delivery until the client is considered self-sufficient or becomes an adult.

TAPP counselors work individually both as a counselor/therapist and a "service broker" with the pregnant/parenting girls, their families, and, when possible, the fathers of the babies. As counselor/therapists, they provide short-term therapy or short-term therapeutic interventions; when long-term therapy is required, the girl and/or her family are referred for mental health services. As service brokers, they assess the student's health, education, career, and social service needs; help the student secure required services; monitor service delivery; and evaluate the outcome of each case.

Another important feature of TAPP is the co-location of services. At the primary TAPP site, for example, are a school for pregnant teens, a Special Service Center (which provides academic instruction to pregnant minors), a district alternative high school, the Family Developmental Center (which provides child care to infants), a nutritionist provided by San Francisco General Hospital, as well as Department of Public Health, Department of Social Services and school district staff.

TAPP services are also co-located at six liaison sites where there are large numbers of pregnant and parenting teens. These sites include a large comprehensive high school, an alternative high school, a correctional facility school, a hospital, and two teen obstetric clinics. A TAPP counselor participates in the site program, working at each site for a specific number of hours per week. Each site offers different services. The regular high school provides the most comprehensive program: childcare, parenting/child development classes, a teen parent support group, a school counselor for teen parents, a TAPP counselor, and a school-based health clinic.

TAPP also has a strong fatherhood component and attempts to establish paternity for the child, regardless of the parents' relationship. A community worker provides continuous counseling and links young fathers with support group/parenting classes, employability services, and recreational activities for fathers and babies.

TAPP has greatly reduced the dropout and repeat birth rates for teen mothers in the school district. Prior to TAPP, 90% of pregnant and parenting teens in San Francisco left school (the national dropout rate for teen mothers is 70%). Now, the overall school dropout rate for teen mothers enrolled in TAPP is 35%. TAPP also has one of the most impressive low repeat birth rates in the country: 2% one year after the birth, and 10% two years after birth. The repeat birth rates for other national programs range from 20% the first year to 47% the second year.

For more information, contact:

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Teenage Pregnancy and Parenting Project
San Francisco Unified School District
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San Francisco, CA 94110
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Program:	MOUNTAINLAND TUTORIAL AND VOCATIONAL EDUCATION PROGRAM, Orem, UT
Target Pop.:	At-risk vocational students
No. Served:	685
Strategies:	- o Involve business, community, and parents - o Offer alternative schedules and sites - o Reduce program size
Services:	- o Basic skills training - o Vocational training and pre-employment help - o Counseling - o Tutoring
Special Features:	- o Offered at 14 high school sites during regular school hours - o Individualized instruction - o Small class size - o Focus on basic skills necessary for employment
Funding:	Carl Perkins Vocational Education Act Job Training Partnership Act (JTPA)

Background. The Mountainland Tutorial Program grew out of a joint proposal developed by the Utah Valley Community College and the Utah State Office of Education. First set up in 1974, the program was designed to provide extra tutorial help for high school students to prepare them for vocational classes and/or jobs.

Description. Coordinated by the Utah Valley Community College, the Mountainland Tutorial Program offers basic skills instruction and pre-employment help at 14 high school sites in seven school districts. Students are referred to the program by teachers or parents, or they voluntarily request enrollment. Before entering the program, all students are screened by a high school counselor to determine whether students are economically or educationally disadvantaged. Upon enrollment, students' academic skill levels are assessed by the school tutor.

While continuing to attend regular high school classes, the students in the program work with the tutor one to two periods a day on an individual basis. Tutoring focuses on the basic skills in math, reading, and English required for entry-level jobs or vocational classes. The tutor works with a maximum of eight students per period, providing instruction in whatever subject is needed. In addition, the tutor frequently teaches vocational lessons, stressing vocational application of basic skills and helping students clarify vocational goals. One tutor, usually a certified teacher, serves each

high school site. In the majority of schools, tutors are available six periods a day.

The Mountainland Tutorial Program director and assistant director give workshops for students on such topics as improving communication skills, developing self-esteem, completing employment forms, and interviewing more effectively.

An additional component of the Tutorial Program allows students to receive short-term tutoring help without actually enrolling in the program. For example, a student may attend a tutoring class for a few days to receive help in passing the shop safety exam.

For more information, contact:

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Mountainland Tutorial and
Vocational Education Program
Utah Valley Community College
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Orem, UT 84058
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Program:	CLASSROOM INTERVENTION PROGRAM, Ogden, UT
Target Pop.:	At-risk high school students (mild to moderately disturbed; students returning to school from various treatment centers)
No. Served:	80-100
Strategies:	- o Involve business, community, and parents - o Target special population
Services:	- o Basic/academic skills instruction - o Peer support groups - o Peer tutoring - o Counseling
Unique Features:	- o Emphasis on positive peer pressure - o Support group grade based on behavior in all classes - o Lunchtime support group - o Community volunteer work group
Funding:	Federal (Special Education)

Background. The Classroom Intervention Program is located at Ben Lomond High School in Ogden, UT. Although Ogden has a population of less than 70,000, the enrollment of Ben Lomond High in many ways resembles that of an inner-city school: A variety of ethnic groups are represented, and students have a wide range of academic and emotional problems.

In 1980, two resource teachers hypothesized that many of the academic problems students experienced had an emotional origin. The teachers and students began discussing these problems within the resource class on a regular, albeit "behind the scenes," basis. Finally, after three years, the teachers formally inaugurated a classroom support group program which they called the Classroom Intervention Program.

Description. The Classroom Intervention Program serves students who have learning disabilities, are behaviorally handicapped, victims of various abuses, and/or substance abusers. The program consists of eight behavioral support groups among peers which meet daily for one class period each.

The purpose of each support group is to establish an arena in which positive peer pressure can be used to evaluate and affect positive behavioral change. The goal is for the students to be successful not only in the group but in all their mainstream classes.

Group discussions start out being general, focusing on such topics as school rules and class schedules. This allows all students to contribute something to the conversation and to get to know the other members of the group. As cohesion within the group becomes stronger, students talk about issues like confidentiality, confrontation, and trust. Finally, students begin to share their personal problems. Although a function of the group is to be a source of support, at no time does the group prescribe treatment; serious problems are always referred for professional help. Students do learn, however, through the group leader's guidance, how to listen to each other's problems and to help each other without escalating a problem, "buying into" the problem, or accepting "copping out" behavior or stonewalling tactics. Most importantly, students also learn to give each other the feeling that someone cares and is willing to listen.

Students receive social studies credit for each quarter of support group membership. Students also receive a grade for the support group that is a composite of attendance, participation, and appropriate behavior in the group and in all their other classes. The grade is based upon input from classroom teachers using a specially designed progress report. This input is then evaluated by the student, his own support group, and the resource teacher.

The support groups have been so popular that they have been unable to accommodate all the students who want to participate. As a consequence, two other similar programs have been started to serve those students who don't qualify for the classroom program. The Lunch Bunch is a support group which meets at lunchtime. The Construction Crew is a school group which involves itself in various school and community volunteer projects, such as making presentations on drug abuse, raising funds for the handicapped, and collecting toys for Head Start's Christmas drive. The Construction Crew also meets weekly during the summer and includes students from other schools.

Connected with the support groups is a well-developed peer tutoring program. The tutors, some of whom are support group members themselves, help the support group members with their class assignments.

For more information, contact:

Sherry Schneider, Director
Support Group Program
Ben Lomond High School
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(801) 625-8885

Program:	TUCSON DROPOUT PREVENTION COLLABORATIVE, Tucson, AZ
Target Pop.:	At-risk students, elementary through high school
No. Served:	42 schools
Strategies:	- o Involve business, community, and parents - o Target special populations
Services:	- o Basic/academic skills instruction - o Counseling - o Tutoring - o Vocational training - o Peer support groups
Special Features:	- o Collaborative of 50 volunteer community members - o Provide funding for pilot dropout prevention programs at 42 district schools - o Community members develop incentive programs - o Parent Leadership Program: "Commadre Network" - o Focus on Native American students - o Staff development training
Funding:	State, District Ford Foundation Grant

Background. In the Tucson Unified School District, 2,000 students per year drop out of school, which represents an overall annual dropout rate of 8.8%. Over a 4-year high school period, that rate compounds to 25-30%. In 1985, the district established the position of Dropout Prevention Coordinator to initiate a district-wide dropout prevention program. With a planning grant from the district, the coordinator invited interested community members to a community conference on dropout prevention. From this meeting, approximately 35 concerned citizens joined to form the Tucson Dropout Prevention Collaborative.

Description. The Tucson Dropout Prevention Collaborative functions as an advisory board to the district's dropout prevention coordinator. Currently, the approximately 50 volunteer members on the collaborative are divided into 9 sub-committees, each of which is charged with a particular task or responsibility. Three subcommittees review proposals and monitor activities of elementary, middle, and high school pilot dropout prevention programs; another works with businesses and the community to promote public awareness and develop incentive programs at schools; another subcommittee addresses the problem of the high dropout rate among Native American students.

The Collaborative meets once a month for approximately two hours, during which one of the nine subcommittee tasks is addressed. A major function of the Collaborative is to fund pilot dropout prevention programs in the district. Following Collaborative guidelines, schools submit proposals for funding on a yearly basis. The awards, which range from \$2,000 to \$40,000, are used for a variety of activities. From an initial 4 pilots in 1986-87, schools receiving funds have grown to 42 in 1989-90. During the school year, the Collaborative coordinates more than 100 volunteers who monitor the dropout prevention pilot programs. With a data gathering instrument developed by the Collaborative, community, business and district staff volunteers make at least two site visits to each school site.

Each Collaborative member also devotes a minimum of three hours during the year to speaking to their favorite community groups (e.g., Kiwanis, Optimists) about the district dropout prevention program. In addition, they make presentations at schools on various topics (e.g., career alternatives, drug abuse prevention), and some take on mentoring roles with students. Through the initiative of the business/community subcommittee, a local television station ran a week-long series on dropouts in Tucson as part of the evening news program.

Business and community involvement in the Collaborative has increased dramatically in the past two years, so that they make up about half the present membership. Most active are Pepsi Cola, US West, and IBM. Matrix, a local substance abuse prevention program, Pinal Community College, and the City of Tucson also participate.

The Native American Campaign subcommittee provides training, support groups and community links at the two local reservations. District staff and volunteers provide Native American parents information and/or training on substance abuse, the importance of schooling and regular attendance, home tutoring, and career preparation. This effort accounts, in part, for the fact that the number of Native American high school graduates in the district more than doubled in the last two years.

Also part of the Collaborative is an innovative parent leadership program called the Commadre Network. Developed with the Ford Foundation grant, this group of more than 50 parents work to convince other parents of the importance of school. They make presentations to other parents, help retrieve dropout students (in 1987, 250 dropouts were retrieved), and act as mediators between students with problems and their families. Each parent leader receives a stipend of \$100. For the 1989-90 school year, the Commadre Network is expected to grow to over 100 parents.

For more information, contact:

Ralph Chavez, Coordinator
Tucson Dropout Prevention Collaborative
TUSD Starr Center
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Tucson, AZ 85719
(602) 798-2047

Program:	PROJECT SUCCESS, Pueblo High School, Tucson, AZ
Target Pop.:	Students at risk of not successfully completing their high school education
No. Served:	200+
Strategies:	- o Offer alternative schedules and sites - o Reduce program size - o Target special populations
Services:	- o Individualized academic instruction - o Individual and group counseling - o Tutoring - o Computer-assisted instruction - o Mentoring - o Peer support groups
Unique Features:	- o Multi-dimensional approach in addressing needs of at-risk students - o In-school suspension program - o WICAT computer lab - o Peer mediation - o Peer mediation program
Funding:	District

Background. Pueblo High School is one of nine high schools in Tucson Unified School District. It has a student enrollment of 1,894 students, of which approximately 80% are Hispanic. Of the total enrollment, an estimated 25% of the students are at risk.

In 1985, T.U.S.D. initiated a district-wide dropout prevention program. As part of this initiative, the district identified four high schools with the highest dropout rates and awarded each \$35,000 to develop their own school-based pilot dropout prevention program. Pueblo was one of these schools.

During the summer of that year, Pueblo's principal convened a dropout prevention committee composed of teachers, counselors, and other staff whom he selected. This committee took a multidimensional approach to meeting the needs of Pueblo's at-risk students. They developed a program, Project Success, which consists of a Mentor Program, an Alternative Instruction Program, and a Transition Program. While each was designed separately, they all share the common goal of helping at-risk students experience success and feel a part of the learning process.

Description. The three main components of Project Success

are the Mentor Program, the Alternative Instruction Program (in-house suspension), and the Transition Program.

The Mentor Program takes a preventive approach. It currently serves 150 at-risk students, approximately 75 of whom are freshmen. Each student is paired with a volunteer mentor--a teacher, school staff member, or a community member--who meets with the student once a week. The mentor acts as a role model, a concerned friend, an information resource--whatever role might help prevent the student from failing or dropping out of school. In addition to the weekly meetings, the mentors have an open door policy so that students are able to approach their mentor about anything at anytime.

The Alternative Instruction Program (AIP) uses an intervention process. Students who are eligible for suspension are given a one-time option of participation. All AIP placements are for 5 or 10 days, hours from 9:00 a.m. to 12:00 p.m. The students (maximum number 15) stay in one room and work with the AIP coordinator who provides individual counseling in decision making, self-assessment, goal setting, study skills, and career interests. The students also work on their classroom assignments and are responsible for deciding which assignments to work on and when. At the end of the student's AIP assignment, the AIP coordinator evaluates the student's work and, with the student, formulates a follow-up plan, which includes weekly progress reports from the student's teachers.

The one-semester Transition Program is a retrieval program. It serves a maximum of 21 students all of whom have dropped out of school or been on long-term suspension. The students stay in one classroom from 8:10 a.m. to 12:40 p.m.; their schedule is deliberately different from the regular schedule so as to eliminate or minimize contacts with other students which might lead to trouble. Students receive instruction in English, math, social studies and Life Skills. Except for Life Skills, the work in all the subjects is highly individualized. Students also receive counseling, some from outside agencies.

Project Success is now in its fourth year of operation. Since 1985, Project Success has expanded to include several new programs, including a new W.I.C.A.T. computer lab for at-risk students with low scores in math or English; a peer mediation program in which at-risk students nominate other at-risk students to act as peer mediators; and an Affective Skills class for at-risk freshmen students. In the four years since Project Success was implemented, the school's dropout rate has fallen from 14.5% before Project Success to 8.5%.

For more information, contact:

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Pueblo High School
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Program:	NEWCOMER HIGH SCHOOL, San Francisco, CA
Target Pop.:	Immigrant students, ages 14-17, with limited English proficiency and less than 8 years of schooling
No. Served:	550
Strategies:	- o Reduce program size - o Target special populations
Services:	- o Academic/basic skills (ESL) instruction - o Individual counseling - o Tutoring
Unique Features:	- o Bilingual instruction - o Orientation to American culture - o Physical health assessment - o One-year transitional program - o Multi-cultural, multilingual faculty
Funding:	Federal, State, District San Francisco Education Fund

Background. Newcomer High School was created in 1979 by the San Francisco Unified School District. It was established in response to increased influx of immigrants and refugees from Southeast Asia and Latin America into the school system. In the same year, the district consolidated ninth grade into the high schools, resulting in extreme overcrowding at some sites. Although every major high school in San Francisco offers bilingual and ESL instruction, it quickly became apparent that the needs of the increasing numbers of immigrant students were not being met. Thus, Newcomer High School was established to serve the target population of immigrant students, ages 14-17, who did not have adequate fluency in English.

For the first two years, the school served any limited-English-proficient (LEP) students, regardless of their educational background, which ranged from a few years of elementary school to 12th grade standing in equivalency credits. Because of limited resources and facilities, however, the school's purpose had to be redefined and its curriculum focus narrowed. Newcomer High is now a one-year transitional program principally serving foreign-born students who are limited English proficient and who have had 8 years or less of formal education. There are no graduating seniors enrolled, and the majority of students are 9th and 10th graders.

Description. The singular objective of Newcomer High is to

help foreign-born students, mostly refugees, attain English language proficiency and learn about American culture. To meet this objective, the students are provided a full day's academic program (7 periods including lunch) which includes three ESL classes, two bilingual support courses, and one "sheltered" English class. All classes meet the district's graduation requirements.

The ESL program provides daily instruction in three different types of ESL classes: ESL language development, emphasizing such language skills as aural comprehension, pronunciation, vocabulary, and grammar; ESL language lab, which expands upon and reinforces the skills taught in the development classes; and ESL reading which emphasizes skills in reading readiness, oral reading, and comprehension.

The bilingual support classes are in mathematics and social studies (e.g., World Civilizations). Where feasible, bilingual support is provided in the following languages: Chinese (Cantonese and Mandarin), Spanish, Vietnamese, Filipino, Cambodian, and Thai/Lao. The "sheltered" English classes are P.E., art, biology, life science, physical science, and typing. The bilingual and sheltered English classes help students maintain continued acquisition of basic academic skills and concepts in required subject areas. All students also have a daily 11-minute homeroom conducted in their native language.

In addition to providing academic instruction, classes introduce students to American culture. In advanced ESL reading classes, for example, students read abridged versions of American literature classics to learn more about American culture. In other classes as well, teachers take every opportunity they can to expose students to aspects of American life.

Complementing the instructional program is the school's counseling program. Newcomer's counseling staff (one full-time and two part-time counselors) addresses the students' medical and psychological problems, as well as their general health education needs. Many Newcomer students require medical treatment for a variety of ailments brought with them from their native country. Compounding these basic problems are students' psycho-social problems that accompany their resettlement in the United States. Most cases are resolved on site by the counselors working closely with the student and family members, but sometimes the expertise of outside agencies and individuals is utilized.

Despite the psychological and educational obstacles that Newcomer students face, about 98% of them complete the 1-year program. Newcomer's principal, Paul Cheng, attributes this success in large part to the "very sensitive and caring and competent" staff. The school currently has 27 FTE teachers, and 4 part-time teachers (2 of whom are part-time counselors). Approximately 75% of the teachers have been at Newcomer for 5 years or more. The majority are

bilingual and very knowledgeable about the students' cultural backgrounds. A popular ESL teacher, for example, worked in the Peace Corps in Thailand and later in Thai refugee camps. He has been at Newcomer for 6 years and regularly works with Thai students who have graduated from Newcomer and are enrolled in a regular high school.

Although the majority of Newcomer students are Chinese (55.9%) and Hispanic (27.5%), the student population as a whole resembles a mini-United Nations: Vietnamese, Cambodian, Laotian, Thai, Pakistani, Burmese, Arabic, Hindu, Filipino, Korean, Afghan, Polish, and Egyptian are just some of the other different ethnic groups represented.

The maximum number of students allowed in the school is 550. The staff of the school believe it is very important that Newcomer be kept small in size. Although individual classes may be quite large, the size of the program allows the teachers and counselors to interact with each other and the students in a collegial manner usually impossible in a large comprehensive high school. Problems can be identified more easily and can be addressed in a timely way.

For more information, contact:

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Newcomer High School
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(415) 922-1190

Program:	ACE, Tucson Manpower, Inc., Tucson, AZ
Target Pop.:	High school students who have already dropped out of school
No. Served:	40
Strategies:	- o Involve business and community - o Offer alternative schedules and sites - o Reduce program size - o Target special populations
Services:	- o Academic/Basic skills instruction - o Computer-assisted instruction - o Personal and vocational counseling - o Vocational training and part-time jobs
Special Features:	- o Alternative school site (business office) - o Computer-based instructional program - o Four-hour class periods - o Daily counselor contact - o Part-time employment in local businesses
Funding:	Job Training Partnership Act (JTPA) Federal (Vocational Education), District

Background. Established in 1968, Tucson Manpower Development, Inc. is a community-based organization which provides work experience, training, and educational opportunities to economically disadvantaged youth ages 14 through 21.

In 1987, Tucson Manpower, together with Marana and Flowing Wells School Districts and Compu-Sat of Arizona, a private company, developed a pilot computer-based instructional program for high school dropouts. The pilot program, called the Young Professionals' Program, operated at the Compu-Sat offices and served 20 students. So successful was the pilot, that in order to serve more students, a new program called ACE (Alternative Computer Education) was started at the Tucson Manpower offices and another program was started at a high school in the Marana School District.

Description. ACE is an intensive computer-based instructional program designed to help out-of-school youth get a high school diploma or GED. Students receive training in English, math and other subjects necessary for high school graduation. In addition, all students are offered an optional paid work experience. Those placed in part-time jobs attend school in the morning and report to their worksite in the afternoon.

Students in the ACE program receive instruction at the Tucson Manpower Offices which are located near a freeway for easy access. Because they are in a business park, the ACE director stresses to students that their behavior must accord with such an environment (i.e., punctuality and regular attendance are emphasized).

Approximately 20 students attend the 8 a.m. to 12 p.m. session, and another 20 students attend the 1 p.m. to 5 p.m. afternoon session. Each student is assigned a computer terminal, and all student work is self-paced and self-directed. Although most work is done on-line, students are also given assignments that do not require a computer.

The computer instructional materials are available through the NovaNet computer system, which broadcasts learning courseware from the University of Illinois nationwide via satellite. Although NovaNet has lessons in over 150 subjects, ACE focuses its instruction in English, math, science, and social studies (e.g., American History, American Government, Economics). All lessons are individually tailored to meet the student's needs and high school requirements.

In addition to the academic instruction, each student is assigned a paraprofessional counselor who maintains contact with the student every day. The counseling offices are adjacent to the students' work area and students are free to visit their counselor at any time.

Of the 42 students who participated in ACE in 1987, all but 4 had positive termination: 25 received their high school diploma, 10 returned to school, and 3 earned their GED.

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**FAR WEST LABORATORY FOR
EDUCATIONAL RESEARCH AND DEVELOPMENT**

Name of Program/School: _____

Address: _____

Contact Person: _____

Phone: _____

Recommended by: _____

Description of Program: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

☐ *Truancy* ☐ *Low Achievement* ☐ *Substance Abuse*
☐ *Pregnancy* ☐ *Discipline Problem* ☐ *Other (specify)*

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